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ABSTRACT

Project PRIDE was an Elementary and Secondary Education Act Title VII-funded project in its fourth year of operation at Erasmus Hall High School in Brooklyn (New York). In the 1992-93 school year, the project served 251 students of limited English proficiency. Participating students received instruction in English as a second language (ESL), native language arts (NLA), and the content areas of science, mathematics, and social studies. Multicultural education was an integral part of programming. Staff development included instruction in computer use and tuition reimbursement for college courses. The parent component included ESL classes and development of a Parent Advisory Committee. The project met two ESL objectives and all objectives for NLA, literacy instruction, the content areas, cultural pride, dropout prevention, staff development, parent involvement, and material development. Additional staff development for ESL and NLA teachers and additional support for computer-assisted learning were recommended. Three tables and three appendixes present evaluation findings. (Author/SLD)

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OREA Report

PROJECT PRIDE
Transitional Bilingual Education Grant T003A90139
FINAL EVALUATION REPORT
1992-93

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PROJECT PRIDE
Transitional Bilingual Education Grant T003A90139
FINAL EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

Project Pride was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its fourth year of operation at Erasmus Hall High School in Brooklyn. In the year under review, Project Pride served a total of 251 students of limited English proficiency (LEP). This represented an increase of 13 students over the previous year. Participating students received instruction in English as a second language (E.S.L.); native language arts (N.L.A.); and the content areas of science, mathematics, and social studies. The project had a literacy component for those students unable to perform academically on the high school level. Multicultural education was an integral part of programming.

Project staff and teachers of participating students had the opportunity to attend staff development meetings on the use of the Macintosh computer. The project also reimbursed tuition for staff members taking courses on the college level.

The project established an active parental component, which included E.S.L. classes and the development of a Parent Advisory Committee.

The project met two of its objectives for E.S.L. and all its objectives for N.L.A., literacy instruction, the content areas, cultural pride, dropout prevention, attendance, referral to special education, staff development, parent involvement, and material development. It failed to meet one E.S.L. objective.

The conclusions, based on the findings of this evaluation, lead to the following recommendations to the project:

- Provide additional joint staff development for both the N.L.A. and E.S.L. teachers, thereby setting up avenues of communication and greater coordination of services for the literacy component of the project.

- Acquire, develop, or adapt computer-assisted instructional E.S.L. materials for use with the Macintosh computer.

ACKNOWLEDGEMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment. Thanks are due to Ms. Denise Cantalupo for collecting the data and writing the report.

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII program, Project Pride.

PROJECT CONTEXT

The project operated at Erasmus Hall High School in Brooklyn. The population in the community where Erasmus Hall High School is located was approximately 90 percent West Indian and African-American. The additional 10 percent were Latino, Asian-American, and Arabic. Most families were low-income.

At Erasmus Hall High School, the ethnic distribution of the students was very similar to that of the surrounding community. Of the 2,818 students that attended the school during the 1991-92 academic year, the last year for which data were available, 92.7 percent (2,613) were African-American, 5.9 percent (167) were Latino, and 1.3 percent (38) were Asian-American. Of these students, 17.8 percent (503) were of limited English proficiency (LEP), and 58.6 percent (1,650) came from low-income families.

Erasmus Hall High School is housed in a very old building that is currently undergoing renovations. Classrooms were filled to capacity and in need of paint. For the most part, student work was not displayed in the halls or the classrooms. Halls were noisy and crowded. Computers were in evidence and appeared to be accessible and frequently used by the students.

STUDENTS' CHARACTERISTICS

Project Pride served 251 Haitian-speaking LEP students in ninth through twelfth grade. (See Table 1.) This represented an increase of 13 students over the previous year. Scores at or below the 40th percentile on the Language Assessment Battery (LAB) determined LEP status. Other criteria for selection included teacher recommendation, an intake interview, placement tests, and students' scores on the Home Language Identification Survey.

TABLE 1

Number of Students in Project Pride by Grade Level

Site	9	10	11	12	Total
Erasmus Hall High School	101	41	61	16	251*

*This number includes 32 students for whom grade level was not reported.

Project Pride served a total of 251 students; male students numbered 123 (49.0 percent), female 118 (47.0 percent), and gender was not reported for 10 (4.0 percent). All participating students' native language was Haitian, and all were born in Haiti. One hundred and thirty-two (52.6 percent) participants came from low-income families.

Needs Assessment

Before instituting this program, Erasmus Hall High School determined students' needs by examining each participant's academic profile. This review of each student's academic history indicated that many students lacked literacy in both

English and Haitian, an increasing phenomenon as more immigrants with limited education in their native country enter the school system. Project participants were also given the standard placement tests in English as a second language (E.S.L.), native language arts (N.L.A.), and mathematics.

PROJECT OBJECTIVES

Student Objectives

- By the end of the fourth project year, 60 percent of the participating students will receive E.S.L. instruction through the use of the computer.
- By the end of the fourth project year, 80 percent of participating students will improve in English language skills (listening, speaking, writing, reading) as measured by the Language Assessment Battery (LAB) test.
- All target students in need of it will receive literacy instruction in E.S.L. and the content areas.
- By the end of the fourth project year, 75 percent of the students who take the Haitian Creole Native Language test as a graduation requirement will pass the test.
- All participating students will be enrolled in content area classes using Haitian Creole as the language of instruction.
- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students.
- Program students will have a significantly lower dropout rate than similar non-program students.
- Program students will have a lower incidence of referral to special education than non-program students.
- To reinforce target students' sense of pride and self-worth, they will participate in an activity devoted to their cultural heritage once a year.

- The program will organize at least one trip per year to increase the LEP students' familiarity with American culture and citizenship.

Staff Development Objectives

- All program staff members will attend monthly workshops in order to discuss topics relevant to the program and its improvement.

- One teacher and one educational associate participating in the program will enroll in at least one university course per year in areas related to bilingual education, computer-assisted E.S.L. instruction, literacy techniques, or other subjects determined to be appropriate by the project director in consultation with the school principal.

- As a result of participating in the program, the teachers and educational associates will demonstrate increased knowledge of strategies and techniques for improving instructional services to LEP students.

Parental Involvement Objectives

- As a result of participating in Project Pride, there will be increased parent attendance and participation in school activities and special events.

- The program will offer E.S.L. classes twice a week each semester to 50 parents of participating students.

- Parents will assist in the evaluation of the program by participating in class visits and by becoming members of the Parent Advisory Committee.

Material Development Objective

- By the end of the fourth project year, teachers with expertise in curriculum development will develop instructional materials in Haitian Creole for literacy instruction, content area bilingual courses, and native language arts.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project Pride provided instructional and support services to 2,818 Haitian-speaking students and their families. The project's

main goals were to enhance E.S.L. instruction through the use of computers, to use the student's native language in content area instruction, to promote the student's self-esteem and cultural pride, and to provide literacy instruction for those LEP students with a limited academic background. Project Pride attempted to infuse a multicultural awareness component in all content areas. The project provided parental involvement activities for the parents of participating students and offered staff in-service development activities and reimbursement for college credits.

Students taking beginning level mathematics, science, and social studies courses received 90 percent of their instruction in Haitian and 10 percent in English. Students taking intermediate level courses received 85 percent of their instruction in Haitian and 15 percent in English. Advanced level courses were taught 75 percent of the time in Haitian and 25 percent in English.

Materials, Methods, and Techniques

Project Pride offered E.S.L. on a literacy to advanced level and N.L.A. on literacy, beginning, and intermediate levels. Project Pride relied on the use of computers to enhance E.S.L. and content area instruction for all target students, particularly those taking literacy courses. The project director reported that E.S.L. software for the Macintosh computer was needed but was not available on the Bureau of Supplies approved list.

Content area classes were taught in Haitian supplemented by English. The project director reported that the continued use of Haitian had enabled many students to pass the Regents Competency Test (R.C.T.) when taken in that language.

Teachers of participating students used a wide array of strategies and techniques, particularly cooperative learning, peer tutoring, inter-disciplinary instruction, the learning experience approach, student-produced newsletters, and various research projects.

The project incorporated a strong cultural component into its various curricula in order to foster a sense of pride in participants for their native culture and an appreciation of American culture.

During the 1992-93 school year, Project Pride developed and disseminated a variety of materials at the request of schools in New York City and New Jersey.

For a list of instructional materials used in the project, please see Appendix A.

Capacity Building. In Project Pride's next year, its last, Project Mast Tell will be providing 25 percent of funding for materials. Project Mast Tell is a newly funded telecommunications project operating at Erasmus Hall High School. Project Mast Tell and the Haitian Centers Council, a community-based organization (C.B.O.), will provide funding for 30 percent of Project Pride's cultural activities.

Staff Qualifications

Title VII staff. The project's Title VII staff included the project director and three educational assistants. The project director and one educational associate were teaching-proficient* in Haitian. The other two educational associates

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects.

demonstrated communicative proficiency* in Haitian. For a description of degrees held and language competencies, see Table 2.

TABLE 2

Project Staff Qualifications

Position Title	Degree	Language Competence
Project Director	P.D.	Haitian (TP)
Educational Assistant	College Credits	Haitian (TP)
Educational Assistant	College Credits	Haitian (CP)
Educational Assistant	College Credits	Haitian (CP)

The project director's responsibilities included supervising and coordinating the project's activities, selecting and training staff, and providing evaluation data. Of the educational assistants, one worked with the E.S.L. teachers in the computer-assisted classes, a second assisted in mathematics, and the third educational assistant served in both the mathematics and E.S.L. classes. All of the educational assistants participated in the program orientation at the beginning of the academic year and conducted individual and group tutoring during and after school.

Other staff. Tax-levy funds paid the salaries of 18 classroom teachers who provided instructional services to project students. Twelve of these teachers were

*Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

teaching proficient in Haitian. One also had teaching proficiency in French. Other teachers had teaching proficiency in Spanish and Russian. Two teachers had communicative proficiency in French and one of these also had communicative proficiency in Haitian. All teachers had master's degrees. All teachers had certification in what they taught, except for one teacher certified in Spanish who taught E.S.L. and one teacher certified in E.S.L. who taught N.L.A.

Tax-levy also funded two certified guidance counselors. Both counselors had master's degrees and one had teaching proficiency in Haitian.

Staff development. Teachers received tuition assistance toward courses in bilingual education, computer-assisted E.S.L. instruction, literacy techniques, or other subjects determined to be appropriate by the project director in consultation with the school principal. The teachers participated in a series of workshops on using the Macintosh computer in the classroom.

Instructional Time Spent on Particular Tasks

See Appendix B for class schedules.

Length of Time Participants Received Instruction

Students had a mean of 3.5 years (s.d.=4.0) of education in a non-English-speaking school system and 2.5 years (s.d.=1.5) of education in the United States. The median time students participated in Project Pride was 24 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Children

Students thought by teachers to be in need of special education services were referred to a bilingual guidance counselor. The counselor referred the student to the School-Based Support Team (S.B.S.T.) as necessary. A family assistant bilingual in Haitian and English worked with the S.B.S.T.

Students who were gifted and talented were partially or totally mainstreamed into the Gateway Program, Erasmus Hall High School's honors program. Students who demonstrated special talents in the performing arts were referred to the Academy of the Arts.

Instructional Services for Students with Special Needs

The project offered computer-assisted instruction (C.A.I.) before or during school hours to all project students, including those having difficulty in classes. Any incoming student who demonstrated low literacy in E.S.L., N.L.A., and/or the content areas received services in the project's literacy component.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

Parents of project students participated in a number of project-sponsored activities, including: E.S.L. classes, the Parent Advisory Committee (PAC), the Parent Teachers Association (P.T.A.), and other parent conferences and cultural activities. The project also worked closely with the Haitian Centers Council.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess the growth of English skills in populations similar to those served by Project Pride.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective. The N.L.A. objective was assessed with the Haitian Creole Native

Language Test. All students were tested at the appropriate grade level. The language of the LAB is determined by the test itself.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

To assess the objectives for the ongoing education of teachers, OREA examined transcripts from the institution in which the staff members enrolled. OREA also developed and distributed a Staff Development Questionnaire for teachers to indicate whether they increased their knowledge of instructional strategies (see Appendix C).

In order to assess one E.S.L. objective, the literacy instruction objective, and the remaining objectives in the content areas, cultural pride, dropout prevention, attendance, referral to special education, staff development, curriculum development and parent involvement, OREA reviewed project records

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews of the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed

in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English, OREA calculated the percentage of participating students who demonstrated a gain on the LAB. OREA also computed a correlated *t*-test on the LAB N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English Proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project Pride carried out all instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills.

The evaluation consultant observed two E.S.L. classes. The first class was a level three (intermediate) class of 22 students. The classroom was bright but sparsely decorated. The teacher spoke in English throughout the entire class; no paraprofessional was present. The class was working from an E.S.L. workbook, and the teacher asked vocabulary questions on the homework assignment. The teacher and students went over several words and constructed a sentence about each word. Almost all students were involved in the interaction.

The second observation was of a beginning-level E.S.L. class of 23 students. English was the only language used, and no paraprofessional was present. The teacher gave an assignment about the past and present tense. Students worked independently during the first half of the class and the teacher walked around the room commenting on the students' work. The students referred to a text written in English. During the second half of the class, the teacher led a discussion on sports, emphasizing the use of the past tense in ordinary conversation. The teacher then read aloud from the text and the students repeated each sentence aloud.

The evaluation objectives for English as a second language were:

- By the end of the fourth project year, 60 percent of the participating students will receive E.S.L. instruction through the use of the computer.
- By the end of the fourth project year, 80 percent of participating students will improve in English language skills (listening, speaking, writing, reading) as measured by the Language Assessment Battery (LAB) test.

The project director reported that all target students in need of it received literacy instruction, and at least 60 percent of the students received computer-assisted E.S.L. instruction. Project Pride met its E.S.L. objectives for C.A.I. and literacy instruction. The project also met the C.A.I. objective last year.

There were complete pre- and posttest scores on the LAB for 143 students from grades nine through twelve. (See Table 3.) Gains (4.7 N.C.E.s) were statistically significant. However, only 54.5 percent of the students showed a gain. As was the case last year, Project Pride did not meet its E.S.L. objectives for gains on the LAB.

Participants' Progress in Native Language Arts

The evaluation objective for N.L.A. was:

- By the end of the fourth project year, 75 percent of the students who take the Haitian Creole Native Language test as a graduation requirement will pass the test.

Thirty-five LEP students took the Haitian Native Language Test as a graduation requirement. Twenty-eight students (80 percent) passed.

As was the case last year, Project Pride met this N.L.A. objective.

TABLE 3

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery by Grade

Grade Level	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
09	101	54	5.0	8.2	10.3	12.0	5.4	9.9	3.96*
10	41	23	5.7	4.2	9.3	8.4	3.6	7.7	2.25*
11	61	53	11.5	10.9	15.7	14.1	4.2	12.0	2.51*
12	16	13	12.4	6.3	16.8	6.5	4.4	7.3	2.16
Total	219	143	8.2	9.2	12.9	12.3	4.7	10.2	5.52*

*$p < .05$

- In all grades but twelfth, participating students showed a significant increase on the LAB.

Participants' Progress in Literacy Instruction

- All target students in need of it will receive literacy instruction in E S L and the content areas.

All target students in need of it were enrolled in literacy-level E.S.L. Instruction in the content areas was in the native language to help students absorb the material, and as language skills increased, instruction was infused with more of an E.S.L. approach.

The project met its objective for literacy instruction. The project did not have this objective last year.

Participants' Academic Achievement

An evaluation consultant observed a tenth grade global studies class of 29 students. The classroom was filled to capacity. Using a content-based teaching strategy, the teacher directed a classroom discussion about how Stalin ruled the Soviet Union. The teacher spoke in Haitian and supplemented it with English. All notes written on the blackboard were in Haitian and English. Students actively participated in the question-and-answer session while taking notes. They occasionally looked through their textbook, entitled *The Rise of Totalitarian States*, which was written in English. No paraprofessional was present.

The content area objective was:

- All participating students will be enrolled in content area classes using Haitian Creole as the language of instruction.

Teachers taught their content area classes predominantly in Haitian. They used a wide array of strategies and techniques, particularly cooperative learning,

interdisciplinary teaching, peer tutoring, and the learning experience approach.

The project met its content area objective. The project also met this objective last year.

FORMER PARTICIPANTS' PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

No students were mainstreamed after last year. Data were not provided on the numbers of participants mainstreamed in previous years, although project staff monitored their progress informally.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Cultural Pride

The project proposed two objectives for growth in cultural pride:

- To reinforce target students' sense of pride and self-worth, they will participate in an activity devoted to their cultural heritage once a year.
- The program will organize at least one trip per year to increase the LEP students' familiarity with American culture and citizenship.

Multicultural education was an integral part of the curriculum. Instilling pride in the students' own culture and imparting knowledge about the American culture, were important components of the program.

In November, project students went to see the play, *Haiti's Children of God*. In May, the students participated in Haitian Flag Day, a cultural celebration featuring Haitian poets, singers, and dancers. The students also attended activities to increase their familiarity with American culture. In May, the students went on a trip to the American Museum of Natural History and attended a showing of Naturemax.

The project met both objectives for cultural pride. Last year, the project partially met the American culture objective and fully met the native culture objective.

Grade Retention

Project Pride did not propose any objectives for grade retention. Nineteen participating students (7.6 percent) will be retained in grade. This was a decrease from the previous year, when 74 project students (31.1 percent) were retained.

Dropout Prevention

Project Pride proposed the following dropout prevention objective:

- Program students will have a significantly lower dropout rate than similar non-program students.

As in the previous year, no students dropped out during the course of the year. This compares with a schoolwide dropout rate of three percent.

Project Pride met its objective for dropout prevention as it had last year.

Attendance

The student attendance objective was:

- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students.

The overall attendance rate for the project was 95.2 percent, based on 218 students. This can be compared with the school-wide attendance rate of 85 percent. Project students' attendance was significantly ($p<.05$) higher than that of mainstream students.

Project Pride met its attendance objective, as it had last year.

Referral to Special Education

Project Pride proposed the following objective for referral to special education:

- Program students will have a lower incidence of referral to special education than non-program students.

No program students were referred to special education. This can be compared to the schoolwide special education referral rate of 1.0 percent (26 students).

Project Pride met its objective for referral to special education. The project also met this objective last year.

Placement in Gifted and Talented Programs

No students were placed in programs for the gifted and talented. Students who were gifted and talented were either partially or totally mainstreamed into the Gateway Program (the school's honors program) or the Academy of the Arts (for students with special talents in the performing arts).

Enrollment in Post-secondary Education Institutions

Data were not provided on the number of graduating seniors who would be enrolling in post-secondary educational institutions.

CASE HISTORY

C. emigrated from Haiti three-and-a-half years ago and entered the bilingual program at Erasmus Hall High School and Project Pride. After one-and-a-half years in the program, she was mainstreamed into the school's honors program. This year, C. was the valedictorian of the 1993 graduating class. She received a Regents diploma and earned an overall average of 95.7.

C. was the recipient of many awards, including the Brooklyn College Chemistry Achievement Award, the Recognition Award from the New York State Bar Association, and the "Pride of the Yankees" Award from New York Newsday. C. has been accepted into some very prestigious universities, including Brown and Wesleyan, and will be attending Johns Hopkins University in the fall of 1993.

STAFF DEVELOPMENT OUTCOMES

The project proposed three staff development objectives:

- One teacher and one educational associate participating in the program will enroll in at least one university course per year in areas related to bilingual education, computer-assisted E.S.L. instruction, literacy techniques, or other subjects determined to be appropriate by the project director in consultation with the school principal.

- As a result of participating in the program, the teachers and educational associates will demonstrate increased knowledge of strategies and techniques for improving instructional services to LEP students.

- All program staff members will attend monthly workshops in order to discuss topics relevant to the program and its improvement.

The project provided tuition assistance to program teachers. During the 1992-93 school year, three teachers completed a graduate course entitled "Strategies for Integrating Exceptional Children into the Educational Mainstream," and one paraprofessional completed a course entitled "Advanced Desktop Publishing".

All program staff members attended monthly department meetings where topics relevant to the program and its improvement were discussed. Project personnel and teachers of participating students participated in a series of project-

sponsored workshops on the use of the Macintosh computer. Approximately ten E.S.L., N.L.A., and content area teachers participated.

Project Pride distributed a staff development questionnaire (see Appendix C) to teachers and project staff and submitted ten completed questionnaires to OREA. All respondents indicated that as a result of participating in the project they had increased their knowledge of strategies and techniques for improving instructional services to LEP students.

The project director reported that as a result of project activities, teachers have become familiar with and are practicing such techniques as cooperative learning, the learning experience approach, and the whole language approach. Additionally, some staff members have increased their proficiency in the use of the Macintosh computer. The director suggested that the literacy component of the project would be improved if the N.L.A. and E.S.L. teachers incorporated a joint approach to instruction.

As it had last year, the project met all three of its staff development objectives

CURRICULUM DEVELOPMENT OUTCOMES

The project provided one curriculum development objective:

- By the end of the fourth project year, teachers with expertise in curriculum development will develop instructional materials in Haitian Creole for literacy instruction, content area bilingual courses, and native language arts.

The project director reported that thus far the project has developed two booklets for N.L.A. entitled "Ann Aprann Li Kreyol" and "Elev Yo Ap Li." The project

also developed two student newsletters, one in English and one in Haitian, and a biology glossary.

The project met the objective for curriculum development, as it had last year.

PARENTAL INVOLVEMENT OUTCOMES

Project Pride proposed three parent involvement objectives:

- As a result of participating in Project Pride, there will be increased parent attendance and participation in school activities and special events.
- The program will offer E.S.L. classes twice a week each semester to 50 parents of participating students.
- Parents will assist in the evaluation of the program by participating in class visits and by becoming members of the Parent Advisory Committee.

The project director reported that the number of parents participating in the parent-teacher conferences has been steadily increasing. The number increased from 36 parents in fall 1991 to 52 parents in the fall 1992 semester. The attendance of project parents at Parent Teacher Association (P.T.A.) meetings has also increased. The vice-president of the P.T.A. for this year was the parent of a participant in the project. Parents also participated in project-sponsored cultural events.

The project provided E.S.L. classes to 50 parents of participating students. The classes were held twice a week at Erasmus Hall High School from 6:00 to 8:00 p.m.

The project had a Parent Advisory Council (PAC) which consisted of three parent and three teacher members. The PAC met after the parent E.S.L. classes. Members discussed such issues as student discipline and the curriculum, and parent members offered suggestions for improving project activities.

The project met all three of its parent involvement objectives. The project met all of its objectives in this area last year.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project Pride met two of its three objectives for E.S.L. and all of its objectives for N.L.A., literacy instruction, the content areas, cultural pride, dropout prevention, attendance, referral to special education, staff development, parent involvement, and curriculum development. It failed to meet its E.S.L. objective for 80 percent of the students making gains on the LAB.

The project was successful at providing the necessary literacy instruction in E.S.L. and the content areas. Students benefited from the inclusion of C.A.I. Participating students in Project Pride showed academic progress. Of the 251 participating students, 232 (92.4 percent) were promoted to the next grade. Over half the students made gains on the LAB from pretest to posttest, and these gains were statistically significant ($p<.05$). In addition, 80 percent of the project students passed the Haitian Creole Native Language Test to fulfill their graduation requirements.

MOST AND LEAST EFFECTIVE COMPONENTS

Highly effective components of the project were the literacy classes, C.A.I., and the predominant use of Haitian in the content area classes that enabled students to take their R.C.T.s in Haitian, thereby increasing their passing rate. Additionally, the project had a highly successful parent involvement component, with at least 50 project parents actively participating.

The project director reported that they would like to improve the literacy

component of the project by fostering more communication between the N.L.A. and E.S.L. teachers. He felt that a joint approach to instruction would benefit the students.

The project director reported that there was a lack of E.S.L. software for the Macintosh computers. Additional software was needed to sustain C.A.I. activities.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Provide additional joint staff development for both the N.L.A. and E.S.L. teachers, thereby setting up avenues of communication and greater coordination of services for the literacy component of the project.
- Acquire, develop, or adapt computer-assisted instructional E.S.L. materials for use with the Macintosh computer.

APPENDIX A

Instructional Materials

English as a Second Language

Title	Author	Publisher	Date of Publication
Reading for Today	L. Belch	Stede-Vaughn Co.	1987
Communication for Today	T. McCarthy	Stede-Vaughn Co.	1987
Write it Right	T. McCarthy	Prentice Hall	1986
Lifelines Course	B. Foley	Prentice Hall Regents	1982
Lado English Textbooks/Workbooks	R. Lado	Prentice Hall	1990
Encore 1, 2, 3	M. Keenan-Segal	Heinle and Heinle	1985
Pathways to English 1, 2	B. Allen et al.	McGraw Hill	1984
Great American Stories 1, 2	C. Draper	Prentice Hall	1985

Native Language Arts

Title	Author	Publisher	Date of Publication
Ann Aprann Kreyòl	Project Pride Staff	N/A	N/A
Elev Yo Ap Li	Project Pride Staff	N/A	N/A
Pwezi-Kont-Chante	J. Martineau	Edisyons Libète	1992
Map Li ak Ké Kontan	F.I.C.	Henri Deschamps	Not Reported
Lang Kreyòl	I.P.N.	Le Natal	1986
Lekti ak Gramé	Karitas Ench	Henri Deschamps	1986
Gramé Kreyòl	I.P.N.	Henri Deschamps	Not Reported
Ann Reflechi Sou	Not Reported	Not Reported	Not Reported
Lang nou Pale a	Iv Dejan/Edi Bayadél	Not Reported	Not Reported

Content Area Subjects

Title	Author	Publisher	Date of Publication
Integrated Math Course I, II	Dressler and Keenan	Amsco School Pub.	1989
Dollars and Sense Textbook and Workbook	R. Gerver and R. Sgroi	SouthWestern Pub.	1989
Achieving Competence in Math	M. Mandery and M. Schneider	Amsco School Pub.	1987

Science

Title	Author	Publisher	Date of Publication
Syans Fizik Nevyem Ane Books 1, 2 and Workbook	Title VII	Project Mobile	1991
Biyoli Jeneral	Title VII	Project COM-TECH	1990
Review Text in Life Science	M. Lesser	Amsco School Pub.	1967

Social Studies

Title	Author	Publisher	Date of Publication
Ninth Year Global Studies	Not Reported	Not Reported	Not Reported
Units in Haitian Creole	Title VII	Project Blast	Not Reported
World History	J. Abramowitz	Globe Books	1987
U.S.A.	P. Groisser and Levine	Amsco	1987
War and Peace in the 20th Century	Schwartz and O'Connor	Globe Books	1987
Exploring the Non-Western World	Schwartz and O'Connor	Globe Books	1971
The Rise of Totalitarian States	Schwartz and O'Connor	Globe Books	Not Reported

APPENDIX B

Sample Schedule of Classes for Each Grade Level Served

Ninth Grade

Days	Period	Subject
M-F	8:00-8:40	E.S.L. - Beginning
M-F	8:45-9:25*	E.S.L. - Beginning
M-F	9:45-10:25	E.S.L. - Beginning
M-F	10:30-11:10	N.L.A. - Level 1
M-F	11:15-11:55	Bilingual Global Studies
M-F	12:00-12:40	Bilingual Global Science
M-F	12:45-1:25	Bilingual Fundamental Math 1
M-F	1:30-2:10	Gym
LUNCH		

Tenth Grade

Days	Period	Subject
M-F	8:00-8:40	E.S.L. - Intermediate
M-F	8:45-9:25*	E.S.L. - Intermediate
M-F	9:45-10:25	E.S.L. - Keyboarding
M-F	10:30-11:10	N.L.A. - Level 3
M-F	11:15-11:55	Bilingual Global Studies 3
M-F	12:00-12:40	Bilingual Biology Level 1
M-F	12:45-1:25	Bilingual Algebra Level 1
M-F	1:30-2:10	Gym
LUNCH		

*Homeroom is scheduled between 9:30 and 9:40 daily.

Eleventh Grade

Days	Period	Subject
M-F	8:00-8:40	E.S.L. - Advanced
M-F	8:45-9:25*	E.S.L. - Advanced
M-F	9:45-10:25	N.L.A. - Level 5
M-F	10:30-11:10	Bilingual American History
M-F	11:15-11:55	Mainstream Hygiene
M-F	12:00-12:40	Gym
LUNCH		
M-F	1:30-2:10	Mainstream Science

Twelfth Grade

Days	Period	Subject
M-F	8:00-8:40	Mainstream English
M-F	8:45-9:25*	Bilingual Civics
M-F	9:45-10:25	N.L.A. - Level 7
M-F	10:30-11:10	Gym
LUNCH		
M-F	12:00-12:40	Mainstream Math
M-F	12:45-1:25	Mainstream Science

*Homeroom is scheduled between 9:30 and 9:40 daily.

APPENDIX C

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
NEW YORK CITY PUBLIC SCHOOLS
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, NY 11201
(718) 935-3790 FAX (718) 935-5490

Staff Development Questionnaire
1992-93

Program: **Pride**

3 9
1 2

Directions:	Please write "**Y**" for **Yes** and "**N**" for **No** in the boxes at the right. Leave blank if the question does not apply to you.

As a result of participating in Project Pride have you increased your knowledge of strategies and techniques for improving instructional services to LEP students?

☐
3

Thank you for completing this questionnaire.